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ABSTRACT

The total school reading program described in this booklet includes a program for remedial, developmental, and special education students. Faculty members and students not participating in this program spend one half hour a day in a silent reading program. The booklet outlines each facet of the program, lists the equipment and materials used, explains the testing and grading procedures, and evaluates the program's three years of operation. An assignment sheet, a reading class survey, and a list of reading tasks based on a point system are included. (HAI)

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OCOEE JUNIOR HIGH SCHOOL'S

TOTAL SCHOOL READING PROGRAM ON A SHOESTRING

ROBERT W. WILLIAMS, PRINCIPAL

JOSEPHINE CASWELL, REMEDIAL READING TEACHER

BESS HINSON, DEVELOPMENTAL READING TEACHER

MYRLA ORTH, LEARNING DISABILITIES TEACHER

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bess Hinson
Robert W. Williams

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OCOEE JUNIOR HIGH SCHOOL

300 BLUFORD AVENUE

OCOEE, FLORIDA 32761

CS 5004 195

HISTORY

IN 1974, THE SMALL AGRICULTURAL TOWN OF OCOEE WITH A POPULATION OF ABOUT 6,000 HAD A GRADE 7 - 12 HIGH SCHOOL WITH TWO REMEDIAL READING PROGRAMS. BOTH PROGRAMS USED THE RANDOM HOUSE HIGH INTENSITY DIAGNOSTIC - PRESCRIPTIVE METHOD. IN THE FALL OF 1975 GRADES 10 - 12 WERE SENT TO A NEW HIGH SCHOOL. OUR SCHOOL BECAME OCOEE JUNIOR HIGH WITH GRADES 7 - 9 MADE UP OF 750 STUDENTS, MAINLY FROM LOWER SOCIO-ECONMIC BACKGROUNDS, MANY FROM MIGRANT AND AGRICULTURAL FAMILY BACKGROUNDS. BLACK STUDENTS, WHO COMPRISE 25% OF THE STUDENT POPULATION, WERE BUSED IN FROM A NEIGHBORING TOWN.

RATIONALE

ADMINISTRATORS CONCERNED ABOUT THE GENERALLY POOR READING ABILITY OF THE STUDENTS, REVEALED BY STANDARDIZED TESTS AND TEACHER CONCERN, BEGAN A SEARCH TO FIND METHODS OR PROGRAMS TO IMPROVE THE STUDENTS' READING LEVELS. A MEETING OF ADMINISTRATORS, THE COUNTY READING SUPERVISOR, GUIDANCE PERSONNEL, AND TEACHERS WAS HELD TO DISCUSS THE PROBLEM AND POSSIBLE SOLUTIONS.

IT WAS DECIDED TO RETAIN THE REMEDIAL LAB AND START A DEVELOPMENTAL READING PROGRAM THAT WOULD GIVE EVERY STUDENT IN THE SCHOOL NINE WEEKS IN THE READING LAB. SINCE TEACHERS TAUGHT SIX CLASSES A DAY AND THERE WERE 24 ENGLISH CLASSES THE FIRST YEAR, ENGLISH TEACHERS AGREED TO TAKE THEIR CLASSES TO THE LAB FOR NINE WEEKS AND TEAM-TEACH WITH THE READING TEACHER.

FUNDING

FUNDING FOR THE PROGRAM WAS SOUGHT FROM THE COUNTY, BUT FUNDS WERE NOT AVAILABLE. ALL FUNDS HAD TO COME FROM THE REGULAR SCHOOL BUDGET. BECAUSE OF THEIR COMMITMENT TO THE NEW PROGRAM, THE ENGLISH TEACHERS AGREED TO GIVE UP A TEACHER UNIT AND ACCEPT HIGHER CLASS LOADS TO FUND A DEVELOPMENTAL READING TEACHER. THERE WERE MANY MATERIALS AND MACHINES IN THE LAB LEFT FROM PAST TITLE 1 AND MIGRANT READING PROGRAMS. MOST OF THE MATERIAL WAS FOR STUDENTS READING ON VERY LOW LEVELS, AND THE MACHINES WERE IN POOR CONDITIONS AFTER BEING USED FOR YEARS. DURING THE FIRST YEAR ABOUT $800.00 WORTH OF NEW MATERIALS WERE BOUGHT TO BROADEN THE RANGE OF MATERIALS AND UPDATE OR REPLACE OTHER EXISTING MATERIALS. AT THE END OF THE FIRST YEAR A $1,000.00 STATE MINI-GRANT FOR INNOVATIVE PROGRAMS WAS APPLIED FOR AND RECEIVED. A GREAT NUMBER OF NEW MATERIALS WERE BOUGHT WITH THIS MONEY. THE LAB NOW HAS MATERIALS ON ALL LEVELS FROM KINDERGARTEN THROUGH COLLEGE. SINCE THEN THE BUDGET TO SERVE BOTH LABS HAS BEEN ABOUT $700.00 A YEAR, WHICH IS STILL CONSIDERED INADEQUATE, BUT IS ALL THAT IS AVAILABLE. THE TWO LABS SERVE ABOUT 1000 STUDENTS A YEAR WHICH MAKES THE PER-PUPIL COST $0.70. MOST OF THE MONEY IS USED TO TEST OR MAINTAIN THE EXISTING EQUIPMENT AND MATERIALS. (SEE APPENDIX A.)

TESTING

ADMINISTRATIVE OBJECTIVES REQUIRED A TEST THAT GAVE GRADE LEVELS IN

YEARS AND MONTHS. STUDENT POPULATION NECESSITATED A TEST WITH A WIDE RANGE. NO IDEAL TEST HAS BEEN FOUND.

THE FIRST TEST ADMINISTERED IN THE PROGRAM WAS THE GATES-MC GINITE ON THIS TEST, 75% OF THE SEVENTH GRADERS SCORED FOURTH GRADE LEVEL OR BELOW. THE COMPREHENSIVE TEST OF BASIC SKILLS (CTBS) FORM "T" WAS USED THE REMAINDER OF THE YEAR. THE PROBLEM WITH THIS TEST WAS THAT THE EASIEST TEST QUESTIONS WERE TOO DIFFICULT FOR THE MANY LOWER READERS, WHICH MADE THEIR SCORES INVALID. IT TOOK TWO CLASS PERIODS TO GIVE THE TEST.

THE SECOND AND THIRD YEARS STUDENTS TOOK THE 1963 EDITION OF THE NELSON READING TEST FOR GRADES 3 - 9. IT TESTS A WIDE RANGE OF READING LEVELS AND ONLY TAKES ONE CLASS PERIOD TO ADMINISTER. THE PROBLEMS WITH THIS TEST ARE THE SEVERE TIME RESTRICTIONS AND A CEILING OF 10.5 LEVEL, WHICH DOES NOT SHOW GAINS FOR THE BEST READERS. IT TESTS VOCABULARY AND COMPREHENSION SKILLS.

THE P.K. YONGE LAB SCHOOL AT THE UNIVERSITY OF FLORIDA RECOMMENDS THE STANFORD ACHIEVEMENT TEST AND THE STANFORD DIAGNOSTIC TEST, WHICH INCLUDES A TEST ON RATE. THEY ALSO RECOMMEND USING THE SAME FORM OF A TEST FOR THE PRE AND POST-TEST TO MEASURE GAINS. THESE TESTS BEGIN ON A HIGH LEVEL AND TAKE THREE CLASS PERIODS TO ADMINISTER.

IN THE REMEDIAL LAB THE RANDOM HOUSE CRITERION TYPE TESTING IS USED THAT PROVIDES PRE- AND POST-TESTING ON SPECIFIC SKILLS. THE BASIC TEST OF READING SKILLS IS USED TO PLACE STUDENTS INTO THE PROGRAM.

FILES ARE KEPT FOR EACH STUDENT WHILE THEY ARE ENROLLED IN OUR SCHOOL. ALL TEST ANSWER SHEETS, A TEST RECORD, AND ASSIGNMENT SHEETS FROM PAST YEARS ARE ON FILE AND AVAILABLE TO GUIDANCE, CONTENT TEACHERS AND PARENTS. FORMER ASSIGNMENT SHEETS ARE MOST HELPFUL IN MAKING OUT ASSIGNMENTS FOR THE NEXT YEAR. THEY ARE THE RECORD OF WHAT MATERIALS THE STUDENT WORKED IN BEFORE, WHAT THEY LIKED AND WHAT THEY DIDN'T LIKE.

REMEDIAL PROGRAM

ONE LAB WAS DESIGNATED FOR REMEDIAL WORK WITH THE LOWEST 25% OF THE READERS. STUDENTS ARE SCHEDULED FOR 18 WEEKS OF DIAGNOSTIC-PRESCRIPTIVE WORK IN CLASSES OF ABOUT 15 STUDENTS. IN ADDITION, THE REMEDIAL STUDENTS GO WITH THEIR ENGLISH CLASS TO THE DEVELOPMENTAL LAB. IT WAS DISCOVERED THAT WITH EVERY STUDENT NOW GOING TO A READING LAB, THE UNFORTUNATE STIGMA OF READING LABS WAS REMOVED, AND STUDENTS NO LONGER RESISTED THE REMEDIAL LAB AS THEY HAD IN THE PAST. THE SECOND YEAR THERE WERE TWO MORE ENGLISH CLASSES, AND THE REMEDIAL LAB TOOK THEM FOR NINE WEEKS USING SOME MATERIALS BORROWED FROM THE DEVELOPMENTAL LAB. THE THIRD YEAR OF THE PROGRAM, LOW READERS WERE SCHEDULED INTO THE REMEDIAL LAB FOR ONLY NINE WEEKS AND MORE DEVELOPMENTAL CLASSES WERE SCHEDULED INTO THAT LAB.

DEVELOPMENTAL PROGRAM

ALL STUDENTS ARE GIVEN A STANDARDIZED READING TEST TO DETERMINE THEIR READING LEVEL BEFORE THEY ARE GIVEN ASSIGNMENTS APPROPRIATE FOR THEIR LEVEL. EXCEPT FOR THE FIRST NINE WEEKS, THE TEST IS GIVEN A COUPLE OF WEEKS BEFORE THEY ARE SCHEDULED INTO THE LAB SO THAT TENTATIVE ASSIGNMENTS MAY BE MADE. TEST RESULTS ARE EXPLAINED TO THE STUDENTS IN A GENERAL WAY WITH THE ENTIRE CLASS AND SPECIFICALLY IN INDIVIDUAL CONFERENCES. THE FIRST WEEK IS SPENT GIVING ORIENTATION ON LAB PROCEDURES AND LOCATION AND USE OF MATERIALS AND EQUIPMENT.

STUDENTS IN SEVENTH AND EIGHTH GRADES ARE GIVEN TWO ASSIGNMENTS PER PERIOD, BECAUSE OF THEIR ATTENTION SPANS. WITH TEN DIFFERENT ASSIGNMENTS A WEEK, EACH STUDENT MAY WORK ON A VARIETY OF SKILLS AND INCLUDE MOTIVATIONAL READING IN THEIR PROGRAM. NINTH GRADERS ARE ALSO ASSIGNED WORK ACCORDING TO THEIR READING LEVELS, BUT THEY MAY CHOOSE TO HAVE ONE OR TWO

ASSIGNMENTS A DAY RELATED TO THEIR GOALS IN THE LAB. ASSIGNMENTS FOR ALL STUDENTS MAY BE CHANGED AT ANY TIME DURING THE FIRST FIVE WEEKS IF THE STUDENTS FIND THEM TOO EASY, TOO HARD, OR JUST TOO BORING. THE SKILLS STRESSED IN THE DEVELOPMENTAL PROGRAM ARE VOCABULARY, COMPREHENSION, AND RATE. STUDY SKILLS ARE NOT EMPHASIZED BECAUSE THEY ARE TAUGHT IN A SEPARATE NINE-WEEK COURSE REQUIRED FOR ALL SEVENTH GRADERS. MOTIVATION FOR PLEASURE READING IS AN INTEGRAL PART OF THE PROGRAM AND MANY PAPERBACKS AND MAGAZINES ARE AVAILABLE TO BE CHECKED OUT ON AN INFORMAL BASIS ANY TIME DURING THE SCHOOL YEAR.

A DAILY ROUTINE IS ESTABLISHED BY THE SECOND WEEK. AS STUDENTS ENTER THE LAB, THEY PICK UP THEIR FOLDER WHICH CONTAINS THEIR ASSIGNMENT SHEET, A COMMENT SHEET (NOTES TO THE TEACHER AND RESPONSES), AND THE ANSWER SHEET, FOR THEIR WORK. WHEN THE TARDY BELL RINGS, THE ENGLISH TEACHER TAKES THE ROLL USING THE SEATING CHART WHILE THE READING TEACHER TALKS TO THE GROUP ABOUT TIPS FOR IMPROVING READING, NEW BOOKS AVAILABLE, MAKES ANNOUNCEMENTS, TELLS JOKES, READS SHORT SELECTIONS, ETC. THEN STUDENTS GET THEIR FIRST ASSIGNMENT AND START WORK. TOWARD THE MIDDLE OF THE PERIOD, STUDENTS GRADE THEIR OWN WORK AND THEN BEGIN THEIR SECOND ASSIGNMENT. THE NUMBER OF THE CARDS, UNITS, PAGES, OR LESSONS COMPLETED ARE RECORDED UNDER THE ASSIGNMENT ON THE ASSIGNMENT SHEET. WHILE THE STUDENTS WORK INDEPENDENTLY ON ASSIGNMENTS, THE ENGLISH AND READING TEACHERS ARE AVAILABLE TO CONFERENCE, TUTOR, ENCOURAGE, CHANGE ASSIGNMENTS, ASSIST WITH MACHINES, OR TABULATE POINTS. AT THE END OF THE PERIOD, ALL ANSWER SHEETS ARE PUT IN THE FOLDER, AND THE FOLDER IS REPLACED ON THE TABLE BY THE DOOR.

A POINT SYSTEM IS USED AS A MOTIVATOR AND TO EVALUATE STUDENTS. EACH STUDENT SHOULD EARN TWO POINTS EACH PERIOD. ONE POINT IS GIVEN FOR EACH LONG CARD, TAPE OR ASSIGNMENT COMPLETED. SHORT ASSIGNMENTS REQUIRE THREE, FOUR, OR FIVE LESSONS COMPLETED TO EARN ONE POINT. THE SYSTEM IS FLEXIBLE

AND IS ADJUSTED FOR VERY SLOW READERS WHO WORK ALL PERIOD, BUT ARE NOT ABLE TO ACCOMPLISH AS MUCH. PRIVATE CONTRACTS ARE MADE WITH THESE STUDENTS BASED ON WHAT THEY CAN ACCOMPLISH. OTHER BETTER READERS WORK DILIGENTLY TO BEAT THE RECORD NUMBER OF POINTS IN THEIR GRADE LEVEL.

MATERIALS AND EQUIPMENT

MACHINERY FROM PAST FEDERAL READING PROGRAMS WAS AVAILABLE WHEN THE PROGRAM STARTED. HOWEVER, MOST OF IT HAD BEEN USED FOR MANY YEARS AND WAS IN CONSTANT NEED OF REPAIR. FIVE CONTROLLED READER, JR.'S, A SKIM AND SCAN MACHINE, FOUR CASSETTE PLAYERS (THAT HAD TO BE REPLACED THE SECOND YEAR), FIFTEEN HEADSETS AND THREE LISTENING CENTERS WERE AVAILABLE. FILMSTRIPS FOR THE CONTROLLED READERS WERE ON HAND, BUT MANY WERE MISSING, HAVING BEEN DESTROYED OVER THE YEARS.

THERE ARE MANY MORE THINGS NEEDED AND WANTED FOR BOTH PROGRAMS, BUT CAREFUL BUYING HAS PROVIDED US WITH MATERIALS THAT ARE MOTIVATIONAL AND THAT SERVE STUDENTS ON FIFTEEN DIFFERENT LEVELS. (SEE APPENDIX B)

GRADING

GRADES FOR THE LAB ARE GIVEN AT THE END OF THE NINE WEEKS BASED ON THE AMOUNT OF WORK DONE AS SHOWN BY THE NUMBER OF POINTS EARNED, THE WORK HABITS AND RESPONSIBILITY DEMONSTRATED BY THE STUDENT, AND THE GAINS MADE ON THE POST-TEST. SPECIAL READING-RELATED-PROJECTS SUCH AS POSTERS OR BOOK-MAKING COMPLETED DURING THE NINE WEEKS ARE SOMETIMES INCLUDED AS 5% OF THE GRADE. THE POINTS ARE 75% OF THE GRADE, WORK HABITS ARE 20% AND THE GAIN IS 5%. THUS STUDENTS KNOW THAT GRADING IS OBJECTIVE, BUT THAT THEIR WORK HABITS CAN AFFECT THEIR GRADE BY TWO LETTER GRADES. GENERALLY, STUDENTS RESPOND VERY POSITIVELY TO MAKING DECISIONS AND ACCEPTING RESPONSIBILITY FOR THEIR OWN LEARNING. THEY KNOW THAT READING REQUIRES CONCENTRATION AND CONCENTRATION REQUIRES NO DISRUPTIONS. THEY DEMONSTRATE GOOD

WORK HABITS AND SHOW CONSIDERATION FOR OTHERS WHILE IN THE LAB. ONLY A VERY SMALL PERCENTAGE HAVE THEIR GRADE LOWERED BECAUSE OF WORK HABITS.

THE REMEDIAL LAB USES A POINT SYSTEM BASED ON WORK HABITS IN WHICH STUDENTS EARN FREE TIME ON FRIDAY. THE FINAL GRADE IS BASED ON WORK HABITS AND GAIN.

POST-TESTING AND EVALUATING

THE LAST WEEK OF THE NINE WEEKS STUDENTS IN THE DEVELOPMENTAL LAB ARE GIVEN THE SAME FORM OF THE STANDARDIZED TEST THAT WAS GIVEN AS A PRE-TEST. BOTH TEST ANSWER SHEETS ARE SHOWN TO THE STUDENT AND EXPLAINED. STUDENTS SEE THEIR GAINS AND ARE DELIGHTED. STUDENTS FILL IN AN EVALUATION FORM ABOUT THE PROGRAM AND THE MATERIALS. THIS INFORMATION IS USED TO FIND OUT WHICH FEATURES OF THE PROGRAM ARE MOST EFFECTIVE AND WHICH MATERIALS STUDENTS LIKE AND LEARN FROM MOST. GENERAL COMMENTS ABOUT THE PROGRAM ARE POSITIVE. STUDENTS FEEL THAT WE HAVE "A GOOD THING GOING" THAT IS FUN AND VERY HELPFUL TO THEM. THE STUDENT RESPONSE HAS BEEN A MAJOR FACTOR IN THE SUCCESS OF THE PROGRAM.

ALL FOR READING AND READING FOR ALL!

TOTAL SCHOOL INVOLVEMENT

IN ADDITION TO THE TWO TYPES OF READING PROGRAMS IN THE LABS, CONTENT TEACHERS HAVE BECOME INCREASINGLY AWARE OF THE PROBLEM AND WAYS THAT THEY MAY HELP STUDENTS OVERCOME THE READING BARRIERS IN THEIR PARTICULAR TEXTBOOKS. READING TEACHERS PROVIDE HELP AND RESOURCES TO CONTENT TEACHERS. STATE REQUIREMENTS FOR CERTIFICATION NOW INCLUDE A "READING IN THE CONTENT AREA" COURSE AND MOST OF OUR TEACHERS HAVE HAD THE COURSE. MANY OF THE TEACHERS ALSO ATTENDED RIGHT-TO-READ PROGRAMS THAT RELATE TO READING PROBLEMS AND OFFER POSSIBLE SOLUTIONS AND METHODS FOR IMPROVING READING PRO-

GRAMS. THE P.K. YONGE LAB SCHOOL AT THE UNIVERSITY OF FLORIDA IS AN INVALUABLE RESOURCE FOR THE DEVELOPMENTAL PROGRAM AND CONTENT TEACHERS. THEY OFFER RESEARCHED STATISTICAL BACKING AND JUSTIFICATION, PLUS MANY PRACTICAL AND HELPFUL SUGGESTIONS.

IN 1977 THE LOCAL WOMEN'S CLUB AGREED TO SPONSOR A "READING IS FUNDAMENTAL" FREE PAPERBACK BOOK DISTRIBUTION FOR THE SCHOOL. STUDENTS DESIGN POSTERS TO ADVERTISE READING THAT ARE DISPLAYED IN THE LAB, ON HALL BULLETIN BOARDS AND IN THE MEDIA CENTER. STUDENT CLUBS HAVE DONATED EQUIPMENT AND MATERAIL TO THE LAB SO THERE WOULD BE MORE "GOOD STUFF" TO DO WHILE THEY ARE IN THE LAB. THE THIRD YEAR A SUCCESSFUL AND COST-FREE SUSTAINED SILENT READING PROGRAM WAS ADDED. EVERYONE IN THE SCHOOL, INCLUDING OFFICE PERSONNEL AND ADMINISTRATORS, READ FOR A 30 MINUTE PERIOD DURING HOMEROOM ONCE A WEEK. EVERYONE IS INVOLVED AND ENTHUSIASTIC ABOUT READING.

SPECIAL EDUCATION STUDENTS

AFTER A YEAR OF TALKING ABOUT THE TOTAL SCHOOL PROGRAM, IT WAS REALIZED THAT THE E.M.R. STUDENTS WERE NOT INCLUDED. MOST OF THOSE STUDENTS READ ON LOW LEVELS, BUT IT WAS DECIDED BY THE TEACHERS THAT THE LAB HAD MATERIALS THAT THEY COULD WORK IN SUCCESSFULLY. THEREFORE, THE SPECIAL EDUCATION TEACHER BEGAN BRINGING HER STUDENTS TO THE LAB AND COMBINING THEM WITH THE SMALLEST ENGLISH CLASSES. THERE WERE THREE TEAM TEACHERS TO HELP AND EVERYTHING WENT SMOOTHLY. THE SPECIAL EDUCATION STUDENTS RESPONDED WELL TO THE PROGRAM AND THEY WERE SOON ABLE TO WORK INDEPENDENTLY AND RESPONSIBLY ON ASSIGNMENTS. SEVERAL OF THESE STUDENTS WHO HAD THE MOST SEVERE READING PROBLEMS WERE SENT TO THE REMEDIAL LAB, WHICH HAD A MORE STRUCTURED AND BASIC PROGRAM. THAT WORKED WELL. FEW OF THE ANTICIPATED PROBLEMS DEVELOPED, AND E.M.R. PARTICIPATION BECAME A PERMANENT PART OF THE PROGRAM.

RESULTS

TEST RESULTS HAVE SHOWN THAT MOST STUDENTS MAKE A SIGNIFICANT GAIN DURING THE TWO MONTHS IN THE LAB. THE AVERAGE GAIN IS ABOUT SIX MONTHS, WITH MOST STUDENTS MAKING GAINS OF OVER A YEAR. THE SECOND YEAR COUNTY-WIDE TESTS SHOWED A GAIN OF 11%, BRINGING OUR PERCENTILE UP FROM 48% TO 59% OF STUDENTS ACHIEVING ACCEPTABLE READING LEVELS ON NINTH GRADE TESTS.

JUST AS IMPORTANT WAS THE DEMONSTRATION OF MORE POSITIVE ATTITUDES TOWARD READING SEEN IN AN INCREASED NUMBER OF BOOKS CHECKED OUT FROM THE MEDIA CENTER. CONTENT TEACHERS REPORT THAT FOR THE FIRST TIME THEY HAVE TO ASK STUDENTS TO STOP READING DURING CLASS PRESENTATIONS. TEACHERS AND ADMINISTRATORS EXPERIENCED STUDENTS VOLUNTARILY MAKING POSITIVE STATEMENTS ABOUT THE PROGRAM, AND PARENTS GIVING VERBAL AND, IN SOME CASES, FINANCIAL SUPPORT (FOR THE R.I.F. PROGRAM) FOR THE READING PROGRAM.

SUMMARY

ALTHOUGH THE PROGRAM IS ONLY IN ITS THIRD YEAR AND A COMPLETE STATISTICAL SNALYSIS HAS NOT BEEN MADE ON THE RESULTS, WE FEEL THAT THE RAW DATA PROVES THE PROGRAM'S EFFECTIVENESS. THE AVERAGE GAIN ON STANDARDIZED TESTS AFTER NINE WEEKS IN THE DEVELOPMENTAL LAB IS SIX MONTHS, AND TOTAL SCHOOL PERCENTILES ARE UP SIGNIFICANTLY. IT HAS MOST CERTAINLY PROVED THAT IT IS A VIABLE AND WORTH-WHILE ADDITION TO THE TRADITIONAL REMEDIAL APPROACH TO READING. IT HAS HELPED THE TOTAL SCHOOL COMMUNITY TO WORK TOGETHER TOWARD COMMON GOALS AND SHOWS STUDENTS THE CONCERN AND AWARENESS FOR ONE OF THEIR MAJOY PROBLEMS.

ADMINISTRATIVE SUPPORT FOR THE PROGRAM HAS BEEN A MAJOR FACTOR IN ITS SUCCESS. STUDENTS ARE AWARE THAT PRINCIPALS NOT ONLY DISCIPLINE AND ATTEND SPORTS FUNCTIONS, BUT THEY VISIT AND SUPPORT THE READING LAB. THEY PARTICIPATE IN S.S.R. "THEY CARE".

INDIVIDUALIZATION, GROUPING, READING IN THE CONTENT AREA TECHNIQUES, AND MULTI-LEVEL MATERIALS ARE BEING USED IN CONTENT CLASSES. MOST IMPORTANTLY, THE TOTAL SCHOOL APPROACH HAS STUDENTS READING BETTER!

READING PROGRAM YEARLY BUDGET FOR
DEVELOPMENTAL & REMEDIAL LABS:

TESTS AND ANSWER SHEETS (1500)	$200.00
FILE FOLDERS (1500)	50.00
BULBS FOR CONTROLLED READER, JR.'S @3.00	48.00
SUPPLIES (ACETATE COVERS, GREASE PENCILS, ETC.)	50.00
REPLACEMENTS (BOOKS, FILMSTRIPS, CASSETTES)	100.00
EQUIPMENT (HEADSETS, LISTENING CENTERS, CASSETTE PLAYERS)	50.00
NEW MATERIALS	200.00
TOTAL	$698.00

OTHER SOURCES OF SUPPORT:

BETA CLUB AND STUDENT COUNCIL		$130.00
CAMPBELL SOUP LABELS	EQUIPMENT	---.--
LOST BOOK MONEY COLLECTED		20.00
WOMEN'S CLUB - R.I.F. FUNDS-FOR ALL STUDENTS		750.00
END OF YEAR LEFT OVER MONEY	ALL WE CAN GET FROM GENERAL FUND --------	---.--
LIBRARY	EQUIPMENT & BULBS----	---.--
WORK EXPERIENCE	AUTO-VANCE ----------	---.--
VOCATIONAL	AUTO-VANCE ----------	---.--
OFFICE SUPPLIES	GIVE FOLDERS SOMETIMES	---.--
S.S.R	NO COST	---.--
READING IN THE CONTENT AREA	INSERVICE FUNDS -----	---.--
AIDES	CETA STUDENTS	
ANSWER SHEETS FOR MATERIALS PAPER	SCHOOL SUPPLIES FUND	---.--

MATERIALS BY SKILL

WORD ATTACK AND PHONICS:

CLUES TAPES - ED. PROGRESS
AUDIO TAPES - ED. PROGRESS
BARNELL - LOFT SOUNDS
S.R.A. I.C.
READER'S DIGEST SKILL BOOKS
BE A BETTER READER A.B.C. - PRENTICE HALL
PHONICS WE USE -
PHOENIX READER WORKBOOK - PRENTICE HALL
DURRELL - MURPHY - PHONICS
LAUNCH - RANDOM HOUSE
TARGET TAPES -
BUILDING READING POWER - SYL. - CHARLES MERRILL
WORD PACERS - RANDOM HOUSE
DESIGNS IN READING - S.R.A.

FUNCTIONAL READING:

SIGNS AROUND TOWN - NEW READER PRESS
LABELS - NEW READER PRESS
FOLLOWING THE INSTRUCTIONS - NEW READER PRESS
HOW TO GET AND KEEP A JOB - SCHOLASTIC
STUDYING FOR THE DRIVERS TEST - NEW READER PRESS
YOUR DAILY PAPER - NEW READER PRESS
REAL WORLD READING SKILLS - SCHOLASTIC
MOTT COMPREHENSION SERIES
EVERYDAY READING AND WRITING - NEW READER PRESS
DOLLARS AND SENSE - SCHOLASTIC
READING DEVELOPMENT KIT - ADDISON - WESLEY
THE JOB AHEAD - S.R.A.
IT'S ON THE MAP - NEW READER PRESS
LET'S LOOK IT UP - NEW READER PRESS

VOCABULARY:

PICTOCABULARY - BARNELL-LOFT
WORDCRAFT - COMMUNICADE
VOCABULAB - S.R.A.
READING ATTAINMENT - GROLIER
SELECTIONS FROM THE BLACK VOICES FROM THE BOTTOM - JAMESTOWN
TOPICS OF THE RESTLESS - JAMESTOWN
READING DRILLS - JAMESTOWN
BETTER READING - S.R.A.
BARNELL - LOFT - CONTEXT
READER'S DIGEST - SKILL BUILDER (ADVANCED)
S.R.A. KITS - POWER BUILDERS
READING FOR MEANING - LIPPINCOTT
COMP. SKILLS - CONTEXT - JAMESTOWN
READING DEVELOPMENT KIT - ADDISON - WESLEY
WHITTY - HOW TO IMPROVE YOUR READING - S.R.A.
BUILDING READING POWER - CONTEXT - MERRILL

VOCABULARY: CONT.

WORD PACERS - CONTEXT - RANDOM HOUSE
PAPERTEXTS - S.R.A.
WORD CLUES - E.D.L.
DESIGNS IN READING - S.R.A.
WE ARE BLACK - S.R.A.

THINKING SKILLS - CRITICAL READING:

THINK LAB - S.R.A.
REALLY READING - MERRILL
READING THINKING - CONTINENTAL
BARNELL - LOFT CONCLUSIONS
COMP. SKILLS - INFERENCE AND CONCLUSIONS - JAMESTOWN
SKILL AT A TIME - READING BETWEEN THE LINES - JAMESTOWN

ENGLISH - GRAMMAR, ETC.:

TACTICS - SCOTT, FORESMAN
TRACKDOWN, SCHOLASTIC
READING DEVELOPMENT KIT - ADDISON - WESLEY
COMP. SKILLS - CHARACTERS, LITERARY FORMS - JAMESTOWN
DR. SPELLO - MC GRAW - HILL

RATE:

CONTROLLED READER - E.D.L.
SPRINT - SCHOLASTIC
DESIGNS IN READING - S.R.A.
VOICES FROM THE BOTTOM - SELECTIONS FROM THE BLACK - JAMESTOWN
"TOPIC FOR THE RESTLESS"
TIMED READINGS - JAMESTOWN
BETTER READING - S.R.A.
CRAIG - READING IMPROVEMENT
WHITTY - S.R.A. - HOW TO IMPROVE YOUR READING
SKIM AND SCAN - E.D.L. - JAMESTOWN
SUCCESS IN READING - SILVER BURDETT
MAINTAINING READING EFFICIENCY - DEVELOPMENTAL READING DISTRIBUTORS
READING DRILLS - JAMESTOWN
RATE BUILDER - S.R.A.
READING FOR POWER AND SPEED - PRENTICE - HALL

STUDY SKILLS:

E.D.L. - REFERENCE KITS, SCIENCE SOCIAL STUDIES
READ BETTER, LEARN MORE - GINN
COUNT DOWN - SCHOLASTIC
LET'S LOOK IT UP - NEW READER PRESS
GO READING IN THE CONTENT AREA - SCHOLASTIC
BE A BETTER READER - PRENTICE HALL
ITS ON THE MAP - NEW READER PRESS
BARNELL - LOFT - LOCATING THE ANSWER, FOLLOWING DIRECTIONS
LOOK UP AND LEARN - RANDOM HOUSE

EVERYDAY READING AND WRITING - NEW READER PRESS
SCIENCE AND HEALTH, READING DEVELOPMENT KIT - ADDISON - WESLEY
MAP SKILLS - ZEROX

COMPREHENSION:

AMERICAN ALBUM - S.R.A.
BARNELL - LOFT - FACTS, MAIN IDEA
LAUNCH - SINGER
MC CALL - CRABBS - STANDARD TEST LESSONS
MOTT
WEBSTER SKILL CARDS
S.R.A. KITS
WE ARE BLACK - S.R.A.
COUNTRIES AND CULTURES - S.R.A.
READING FOR CONCEPTS - WEBSTER - MC GRAW - HILL
STEP UP YOUR READING POWER - WEBSTER - MC GRAW - HILL
CHILLERS AND THRILLERS - SCHOLASTIC
SPOT LIGHT - SCHOLASTIC
WIDE, WIDE WORLD - SCHOLASTIC
MATCH, FEEDBACK, CHALLENGE, SPARK - SCHOLASTIC
6 WAY PARAGRAPHS - JAMESTOWN
SELECTIONS FROM THE BLACKS - TOPICS FOR THE RESTLESS - VOICES FROM THE BOTTOM - JAMESTOWN
ESSENTIAL SKILLS - JAMESTOWN
COMPREHENSIONS KIT G. B.F.A.
DEVELOPING READING SKILLS
READER'S DIGEST - SKILL BUILDER (ADVANCED)
CRAIG - GRAY
READING DRILLS - JAMESTOWN
CHAPTER - JAMESTOWN
BLACK HISTORY - CONTINENTAL
ARCHIE KIT - LOOK CONSULTANTS
BETTER READING - S.R.A.
N.F.L. KIT - BOWMAR
BUILDING READING POWER
READING FOR MEANING - LIPPINCOTT
R.F.U. - S.R.A.
READING DEVELOPMENT KIT - ADDISON - WESLEY
WHITTY - HOW TO IMPROVE YOUR READING - S.R.A.
CRAIG - YELLOW - READING IMPROVEMENT
MOTT
BLACK HISTORY - CONTINENTAL PRESS
MAINTAINING READING EFFICIENCY - DEVELOPMENTAL READING DISTRIBUTORS
FANTASTIC FACTS - SCHOLASTIC
MANPOWER AND NATURAL RESOURCES - S.R.A.
CONTROLLED READERS - E.D.L.
PAPERTEXTS - S.R.A.
66, 88, 100 PASSAGES - COLLEGE SKILLS CENTER
COMP. SKILLS - JAMESTOWN
BE A BETTER READER - PRENTICE - HALL
DESIGNS IN READING - S.R.A.

TURNER - LIVINGSTON SERIES
CONQUESTS IN READING - WEBSTER - MC GRAW - HILL
DEMENSIONS - SCHOLASTIC
STRANGER THAN FICTION - GLOBE
WE ARE BLACK - S.R.A.
WORLD OF SPORTS - GLOBE
TALES OF MYSTERY AND THE UNKNOWN - GLOBE

Assignment Sheet

Name_____ Grade _____

For the nine weeks beginning _____

Period _____ Teacher _____

There are 2 assignments for each day. Work half of the period on one and half on the other. You are graded on the amount of work you have recorded on this sheet.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

If you score 90% - 100% on worksheets, please see me for new assignments on higher levels or different skills.

FOR 1 POINT YOU MUST DO:

1	SRA Card
3	American Album or Manpower Cards
4	Barnell Loft pages (units) Facts, Main Ideas, Sounds
2	Barnell Loft pages Context
5	Step up your Reading Selections
1	Selection in: Better Reading, Craig, Restless, Black, Bottom, (Jamestown)
2	Reading Attainment Cards
2	We Are Black Cards
5	Six Way Paragraphs
1	Clues & Audio (complete side of tape)
1	Lesson in Wordcraft
1	Controlled Reader Filmstrip
2	Reading for Meaning units
1	Reference Card
5	McCall Crab units
3	BFA cards, 1 point for BFI tape
1	Launch or Challenge card
1	Book of Building Reading Power
4	Cards of RFU (all the same number)
5	Units of Pictocabulary
4	88 Passages & 100 Passages
4	Reading for Concepts
4	Webster Skill Cards
4	Match, Spot Light, Challenge & Spark
4	Fantastic Facts
2	Archie Stories
10	Think Lab Cards
1	Chillers and Thrillers
1	Reading Drill
3	Read to Survive, Signs, Labels, & Instructions
1	Readers Digest
2	Countries and Cultures Cards
2	Pages Phoenix
4	Driving, Jobs, & Sprint
1	Designs in Reading
1	Tactics Card
1	Witty Selection
5	Book for Comp. Skills
2	Chapters
2	Papertexts
1	Skim & Skan

NAME_____ PERIOD_____

READING CLASS SURVEY

What material did you like the most?

What material did you learn the most from?

Do you like to read more now?

Have you done more reading at home this 9 weeks?

What material did you most dislike?

If you would change the program, what would you change?

Do you want to come back to reading lab next year?

Would you like to do more group work?

What else does reading lab need to do to help you?

Comments: